DOCUMENT RESUME

ED 245 072 CE 039 056

AUTHOR Duffill, C. J.
TITLE Self-Employment and Secondary Schools.
INSTITUTION Western Australia Education Dept., Perth.
PUB DATE Apr 84
NOTE 40p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business Administration; Business Education; *Career Education; *Education Work Relationship; *Entrepreneurship; Foreign Countries; *Job Development; Labor Market; Models; *Secondary Education; *Small Businesses; Unemployment; Vocational Education
IDENTIFIERS *Australia (Western Australia); *Self Employment

ABSTRACT

Career education tends to focus on the bureaucratized sector of the labor market, display little understanding of the realities of the free section (small employers), and ignore self-employment. In considering what could be done within the education system to help young people to create their own work opportunities, a model of the labor market has been proposed in which two factors are given prominence. This four-sector labor market model is: dependent formal, independent formal, dependent informal, and independent informal employment. Findings from an interview program show that young self-employed individuals thought their education was irrelevant, that the naivety of the unemployed was a strong indictment of schools, and that secondary students expressed their ambitions in terms of dependent employment. To remedy the neglect regarding preparation for entry to the independent sector, students should be made aware of self-employment as a positive work option, students should be provided with appropriate knowledge and skill, schools should provide practical business experience, and teacher development in entrepreneurship is needed. (Appendixes include a recommended state government policy and an annotated bibliography providing access to over 200 documents dealing with self-employment, small business, and entrepreneurship training.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED245072

April, 1984.

****

SELF-EMPLOYMENT

AND

SECONDARY SCHOOLS

****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Burnell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared for Superintendent, Schools Transition Education,
by C.J. Duffill (381 1307)

CE039057

Schools are in the business of preparing young people for entry to the work force. It is one of the tasks which the community expects of us, one which we have long accepted, and one by which our effectiveness is judged. All school staff are involved, and for many the involvement is both explicit and substantial. Librarians, guidance officers, youth education officers, and most teaching staff will all at some time find themselves engaged in the organisation of careers reference material and labour market information, in vocational and educational counselling, in work experience placement and evaluation, in the development of job application and interview skills, or in teaching about the rights and responsibilities of citizens as workers. In every subject area, it is routine to stress the relationship between curriculum content and the demands of a future workplace.

How well do we carry out this preparation for work force entry? To some extent, how well we carry out any task depends on how well we understand it. Do we understand the problems which young people are likely to experience as they enter, or seek to enter the work force? Do we take into account all that we know of the current state of the labour market? Do we know enough?

In discussing careers education in the U.K., Watts (1981) offered a criticism which we could do well to consider: it may be a valid comment on our own programmes. Watts argued that schools were not demonstrating an adequate understanding of the labour market. Careers education was operating as if the labour market consisted only of full time jobs, each within a clearly defined occupation having precise entry requirements stated in terms of educational qualifications, having a protecting trade union or professional association, and having an acknowledged career structure promising advancement to the most able or to the most experienced. Generally, the employer would be government, a government instrumentality, or a national or transnational corporate enterprise.

But the labour market does not consist entirely of such jobs: they comprise only a part of it. This is the basis for Watts' criticism that "... careers education tends to be preoccupied with the 'bureaucratised' sector of the formal economy", and that schools do not take into account the existence of the large 'free' sector of the labour market. This free sector includes the many small employers with whom a large proportion of our school leavers find work.

In this free sector, the rules of the employment game are quite different to those which apply in the bureaucratised sector. There is generally much less interest in educational credentials: personal qualities and skills may be considered of greater value. Social networking is likely to be a factor of some importance in securing employment. Young people who present well at interview, and who are recommended to an employer by means of the social or family networks which are very strong in some areas and within certain communities, may fare better in the free sector than those who have only educational qualifications to show. According to Watts, schools have difficulties recognising this, because schools themselves are part of the bureaucratised sector, and because the experience of most teachers is exclusively that of working in or with bureaucracies. "Study hard, get good results, and you'll get a good job" is said openly now much less often than it used to be, but it remains a significant myth, and for many of us in schools, it justifies much of what we do for students. For the many who move into employment in the free sector of the labour market, it may never have been true.

Watts claimed that schools are particularly neglectful of one important part of the free sector: self-employment. Careers education programmes assume that their function is "... to adapt youngsters to <u>jobs that are already there</u>". Entrepreneurial activities are ignored, yet one of every twelve workers in the U.K. is self-employed. Australian Bureau of Statistics data

(The Labour Force in Australia, September 1983) has self-employment accounting for almost 14% of the employed, non-government, work force. There is evidence that the self-employed have much higher levels of work satisfaction than do those who are employed by others: this is an additional reason why careers programmes ought to deal with this labour market option. Not all self-employment possibilities are immediately open to young school leavers of course: some require capital or developed professional or trade skills. However, there are opportunities.

So, Watts' charge is that U.K. careers educators focus on the bureaucratised sector of the labour market, display little understanding of the realitites of the free sector, and ignore self-employment: a labour market option which is reported to offer enhanced work satisfaction for those involved.

Could this criticism apply to us? It may: consider the careers information which we make available to students through the library, the social studies curriculum, the guidance officer or careers adviser, and the youth education officer. Consider the outside participants in any visiting speaker programme or careers evening. How well represented is the bureaucratic sector of the labour market? How well represented is the free sector? Are the self-employed represented at all?

****

Watts' description of the labour market as consisting of several distinct sectors is of value in that it invites careers educators to examine how adequately they take account of the <u>whole</u> labour market. There may be, however, a more useful way for us to look at it. Firth and Goldsworthy (1983), in considering what could be done within our education system to help young people to create their own work opportunities, described a model of the labour market in which two factors are given prominence:

* Dependence/Independence. Wage or salary earners who are employed by another person or by some employing authority are in dependent employment. The self-employed (who may also employ others) are in independent employment.

* Formality/Informality. Formal employment (dependent or independent) is "official" in the sense that all legal requirements are observed, and all transactions are fully and accurately recorded. Informal employment (dependent or independent) is "unofficial". Legal requirements regarding tax, insurance, and industrial awards may not all be met. All transactions may not be recorded.

Firth and Goldsworthy propose a four sector labour market model:

1. Dependent Formal Employment	2. Independent Formal Employment
3. Dependent Informal Employment	4. Independent Informal Employment

All young people who become employed find work in one of these four sectors:

* Sector 1: Dependent formal employment. This is what most of us mean by "employment". It is the "job" sector, towards which we direct students.

* Sector 2: Independent formal employment. This includes those workers who are self-employed and whose business or professional activities are formalised (that is, in compliance with the legal requirements applying to that business or profession).

* Sector 3: Dependent informal employment. In this sector, the employee-employer relationship exists but may not be documented. Records of service and of payments may not be kept. Such arrangements suit the purposes of some employees and of some employers, but they are essentially irregular, and usually not legal.

* Sector 4: Independent informal employment. Here, workers are creating their own employment, as in sector 2, but they are doing so in a formally unrecorded way. Firth and Goldsworthy believe that there are three distinct groups working in this sector:

  - o Those who are "opting out" of some of their formal commitments, and are seeking an alternative lifestyle outside the mainstream of society.

  - o Those who are pursuing conventional occupations and conventional lifestyles, but are avoiding selected legal obligations in order to remain economically viable.

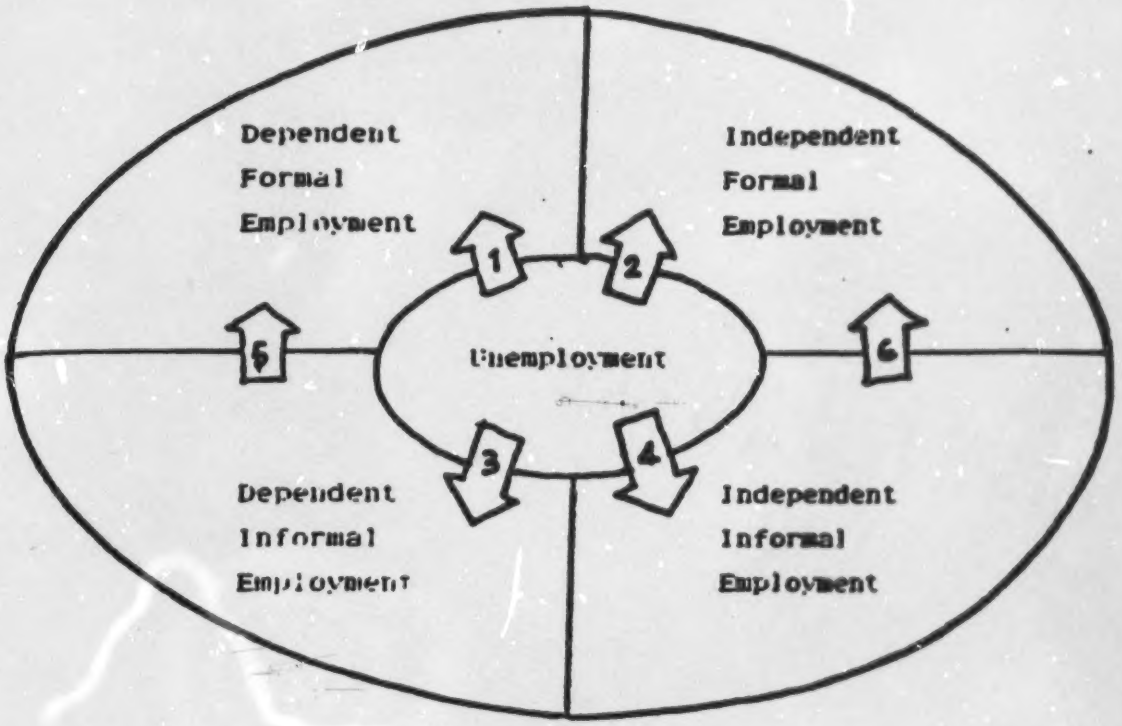
  - o Those who are seeking a job and who in order to avoid continued dependence on unemployment benefit have begun some form of income generating activity of their own in an informal way.

It is this last group in which Firth and Goldsworthy expressed interest:

"Employment creation efforts targetted at helping this group legalise and formalise their self-employment endeavours and so move from the informal independent to the formal independent sector would seem to offer potential for exploration".

In order to begin this process of exploration, interviews were carried out with a group of young self-employed people, with some unemployed young men and women, and with a number of secondary students who were about to seek entry to the work force. (Some findings of the interview programme are reported later in this paper).

The unemployed do not appear in Firth and Goldsworthy's four sector model, but they <u>are</u> a part of the work force. (They happen to be a part whose labour is being under-utilised by society). If we consider the unemployed to be a fifth sector in the labour market, and if we add this sector to the model, we can produce a diagram in which all of the participants in the work force (actual or aspiring) are represented. We can also show the paths leading from unemployment to each of the four employment sectors, and a number of connections between sectors. We can then consider the ways in which schools now contribute, and the ways in which they might contribute, to the movement of young people into and within the labour market.



It seems that careers programmes in our schools are concerned principally with path 1, which leads from the brief experience of unemployment which usually follows leaving school, to a position in the formal dependent sector: that is, to a job. (Watts, of course, would point out here that we are less interested in, and less well informed about certain sorts of jobs than we ought be).

Path 2, to the formal independent sector, is generally ignored by schools, it is claimed. (In fact, it seems largely unrecognised by most educational institutions. Vocationally oriented courses offered by TAFE or tertiary colleges, or by universities, rarely attend to the special problems of self-employment - even in those cases where it is well known that graduates will almost inevitably become self-employed).

Paths 3 and 4 are taken by some of the unemployed, but as they lead to informal employment and perhaps to associated legal difficulties, they can not be recommended to students. It can be argued however, that students ought know that these possibilities exist.

When our teaching aims to raise awareness of the rights and responsibilities of workers and of employers, we are to some extent anticipating the situation of those who wish to move along path 5, thereby legitimising their dependent employment. It is important that this be done.

Path 6 represents an involvement which schools do not presently have, but which, as we have seen, Firth and Goldsworthy recommend.

****

The interview programme reported by Firth and Goldsworthy was intended to discover something of the experiences of the young self-employed, and of the attitudes of the unemployed and of some secondary students to the prospect of self-employment as an alternative to work in the dependent formal sector.

1. <u>The self-employed</u>.

All had originally moved from full-time education (secondary or tertiary) to full-time dependent formal employment. Some had moved into independent employment because of dissatisfaction with the sort of work which their job involved: self-employment was a means of changing their occupation. Others had come to object to the dependency component of their jobs (perhaps finding the control of others over their daily work to be a constraint upon their resourcefulness or creativity). In other cases the rejection of a conventional job was not an issue. Jobs had been

been lost, and self-employment was undertaken in order to avoid continuing dependence on unemployment benefit.

Significantly, most of the self-employed came from families with a business orientation, in which one or both parents had some experience of self-employment. This background seems to have provided more than just an awareness of self-employment as a viable work option: when asked about the source of their business knowledge and skills, most of those interviewed reported the family to be very important. Friends, previous employment, and government agencies were also helpful. All considered that their education had not contributed to their readiness for self-employment (including those who had taken business related courses at secondary and at tertiary level).

2. The unemployed.

Those interviewed all had some employment experience, and for most, the duration of their current unemployment was between 8 and 36 months. All expressed dissatisfaction with this situation, but none were confident of getting work within the next 12 months, and about half of them admitted to having ceased active work search. They foresaw no change to the present job shortage, and judged themselves to be excluded from employment by their lack of qualifications or by the inadequacy of their experience.

Most imagined that their financial status precluded any consideration of self-employment. In addition, most saw themselves as having failed in dependent employment, and as being likely to fail in independent employment. There were no indications of any realistic insight into the nature or the extent of the skills needed to run a small business. Similarly, the legal requirements were not understood: government and

government agencies being seen as essentially hostile to the self-employed. All said that their schooling had been of no use to them either generally, or in relation to dependent employment, and none believed that it would be of any use should they attempt to establish a business.

3. The secondary students.

Interviewed students were all in Year 10, and were "basic" (working at basic levels towards their Achievement Certificate), "transition" (working on a programme designed to develop interest in and skills for self-employment), or "academic" (working at advanced levels).

"Academic" students expected that they would find employment in the area of their preference: other students did not. Self-employment was accepted as a possibility by many students, though none suggested this without prompting. Most students thought that they could succeed in self-employment, but saw finance as an obstacle. "Transition" students considered that they had the necessary business skills, and most other students felt that they could learn them. "Basic" students however, had little idea of the need to formalise a business, or of how this might be done. Curiously, while most "academic" students saw independent employment as more demanding than a job, and took this to be a disincentive, other students took exactly the opposite view!

What are these young people saying about their school experience? The self-employed know enough about the demands of self-employment to be able to say that their education was irrelevant: it did not give them the skills and information they needed. The naivety of the unemployed is an equally strong indictment of schools, and the fact that all of the secondary students expressed their ambitions

in terms of dependent employment (as a group displaying very limited understanding of the independent sector) looks very much like support for the view that school-based careers programmes neglect a large part of the labour market.

****

It is being said that in our preparation of young people for entry to the work force, we attend too much to just one part of the labour market: we neglect to offer preparation for entry to the independent sector. This at a time when government is showing an appreciation of the value of youth self-employment as a means of job creation (see Appendix 1).

These are some of the things we can do about it:

1. Student Awareness.

In our career education and counselling work, we need to present to students as complete and as accurate a picture as we can of the labour market, and of the movement that can take place between sectors of it. We need to remember that 42% of employed Australians work in small enterprises, usually with less than 20 employees, and that the work force includes about 600,000 self-employed. If the careers resource material which we make available to students does not reflect these realities, then we need to correct that bias. We need also to look critically at centrally produced resources to check their local relevance and accuracy. Necessarily, such material can not be locally specific: but small business often is, and new small business opportunities generally are. We should enable and encourage young people to consider and to discuss self-employment as a positive work option, and we must ensure that any such

discussion is well-informed, looking both at the advantages and the disadvantages of various forms of involvement in the independent sector. Entry to self-employment after the acquisition of trade or professional skills or of general work experience will be preferred by many. But students are increasingly aware of the likelihood of prolonged early unemployment, and some will realise that their own efforts to generate income may provide an alternative to dependence on unemployment benefit. (See Appendix 2)

2. Student Knowledge and Skills.

For those students who are interested in the possibility of independent employment, we should offer appropriate courses: these should deal with the skills needed to initiate, to develop, and to maintain a small business venture. This means curriculum development and teaching materials development. Recently, there has been extensive work done, at secondary level, on both fronts (see Appendix 4). Most of the available secondary level material is of U.S. origin, and will definitely not "transplant" well: but the ideas are there. Locally, the Small Business Advisory Service has a great deal of experience in helping people move into self-employment, TAFE has courses running for post-secondary students, and a number of other agencies have resources, skills, and an interest in promoting small business enterprises of various kinds. They are all likely to be supportive of any school-based efforts to develop "entrepreneurship training". Some of the North American material listed in Appendix 4 (for example, that by Ashmore and Pritz, Fanslowe and Compton, Holt and others, and McFarlane) includes details of highly developed courses in entrepreneurship. Beware: none of these acknowledges the importance of being able to use local informal support networks - which in our community are generally responsible for

people choosing self-employment in the first place, and are vitally important in sustaining small business enterprises through the difficult and stressful period of establishment. We need to consider how we can contribute to the provision of adequate community support for young entrepreneurs whose family background does not give them access to an existing support network.

Most teachers do not have business experience, and are themselves unlikely to have well developed entrepreneurial skills: it may be advisable to bring resource people, with current small business involvement, into the school.

3. School Based Business Ventures.

No business skills teaching should be attempted without some associated opportunity for business skills practice. Schools should operate small scale businesses in order to provide students with some practical business experience: a means of testing the knowledge and skills which the entrepreneurship training course deals with in a theoretical way. Students must be involved at every stage and at every level of the operation, just as they would be were they self-employed.

It is significant that the most common cause of failure in real life small business is not inadequately developed craft, trade or professional skill, but inadequately developed business skills. This suggests that the school based business should be designed as an environment for the exercise of these business skills, and that the development of any particular craft should be essentially a secondary consideration.

Schools could consider the value of using an outside consultant to monitor any school based business venture, and

to provide some of the support and advice which would be forthcoming in a real business setting from colleagues and associates.

4. Teacher Development.

Teaching entrepreneurship and setting up an associated school based business enterprise would be new and difficult tasks for most of us: tasks for which neither our training nor our experience has prepared us. Both activities could be quite stressful. There will be a need for anyone who becomes involved in this area to take action to develop new skills. Schools might choose to respond to this need by arranging for the cooperation of the Small Business Advisory Service, of other interested agencies, or of local business people, in the process of this development, which could well occur in the context of a School Based Business Venture.

****

References:

Australian Bureau of Statistics (1983) The Labour Force in Australia, September 1983, Canberra: Australian Bureau of Statistics.

Firth, L. and Goldsworthy, D. (1983) Self-Employment: What can the education system do to help young people create their own jobs? Perth: TAFE Transition Resources (Education Department of W.A.)

Watts, A.G. (1981) Careers Education and the Informal Economies, British Journal of Guidance and Counselling, 9: 24-35.

STATE GOVERNMENT POLICY.

Shortly after its election, the present state Government set up the State Employment Task Force, with instructions to examine the nature and extent of unemployment in the state and to report on strategies which might be implemented in order to bring about a reduction in its incidence.

The first report of the Task Force ("An Analysis of Youth Employment and Unemployment in Western Australia: Employment and Training Options for the State Government") was released in November 1983. Some of the policies which this report recommended, and which are relevant to secondary schools were:

Recommendation 6.3.1. Community Based Youth Support Schemes Within Schools.
Arrangements should be made within schools to give youth support schemes greater access to students within the secondary stystem, by means of information seminars and advice given to students. The aim is to increase student awareness of CYSS projects.

Recommendation 6.3.3. Youth Work Experience Programmes.
Work experience could be a more significant part of alternative upper school courses, and could be linked to subsequent 12 month placements under the Special Youth Employment Training Programme, or a similar scheme.

Recommendation 6.3.4. Alternative Upper Secondary Curricula.
New secondary school courses should be developed, promoting practical, work-oriented skills, and preparing students for work force entry or for admission to TAFE courses. Improved "employability and competitiveness in the labour market" should be a result.

Recommedation 6.4.6. Youth Self- Employment Business Venture Scheme.
A scheme designed to provide initial partial funding and business advice to potentially viable small business projects initiated by unemployed youth should be implemented. It should be based on the South Australian Self Employment and Group Ventures Scheme, which provides interest free loans or grants to eligible individuals or groups.

In March 1984 the second report was released ("Co-operative, Community and Self Employment Business Ventures: Policy Options for the State Government"). Recommendations included the following:

Recommendation A 1: Community Employment Initiatives Unit.
As part of the department of Employment and Training, a unit should be established to provide the staff, support, and co-ordination for the range of co-operative, community, and self employment stategies which the Task Force recommends.

Recommendation C 2: Community Employment Enterprise Scheme.
This scheme should be modelled on the South Australian Community Improvement Through Youth Scheme (CITY). It should operate as a focus for the involvement of young unemployed people in meaningful community projects, and assist students in secondary school to prepare for an uncertain future and determine the skills which they will need. Participation and Equity funding could be sought to conduct student seminars, and to produce resource material on unemployment for use in schools.

Recommendation D 1: Education Courses.
An educational programme should be established to provide an "intensive learning experience for unemployed people wishing to move into work co-operatives, community enterprises or self employment".

Recommendation D 2: Community Entrepreneurial Courses.
Funds should be provided for the implementation of "community entrepreneur" training programmes for community workers and for educators involved in assisting unemployed people to develop their own employment options.

Recommendation D 3: Education Support.
The Education Department should be instructed to:

* begin major curricular developments in the areas of self-employment, co-operative business ventures, and alternative lifestyles at secondary and at technical level.

* examine ways in which to support and co-ordinate the rapid growth of school based business enterprises.

It is likely that the Government will adopt most, if not all, of the recommendations put to it: appointments have been made to positions, within the Department of Employment and Training, which carry responsibility for the implementation of a number of them.

SELF EMPLOYMENT AND UNEMPLOYMENT BENEFIT.

Anyone who is out of work and who is seeking work is entitled to unemployment benefit, subject to conditions specified by the Social Services Act. Leaflet PR 91, "Unemployment Benefit: Your Rights and Obligations", is available from the Department of Social Security (DSS) and will be helpful to young people who wish to understand some of the provisions of the Act which governs their entitlement to benefit. The roles of the Commonwealth Employment Service (CES) in administering the "work test", and of DSS in applying the "income test", are explained. (There is no indication however, of the particular difficulty which is associated with any attempt by a young person to reduce dependence on benefit by means of self-employment).

The Work Test.

The purpose of this test is to ensure that any applicant for benefit is unemployed, is able and willing to take suitable paid employment, and is taking reasonable steps to find a job. CES offices are responsible for checking that applicants meet these conditions, and direct those who do to their local DSS office. Taking a temporary, short-term, or casual job does not necessarily result in loss of benefit. If an applicant can satisfy CES that taking casual work did not affect availability for full time employment during the period in question, then the work test may be passed.

The Income Test.

For single people, the amount of benefit paid depends on age and income. For those aged 16 or 17, benefit at March 1, 1984 was $45.00 per week. The weekly rate for those aged 18 or over was then $73.60. (Higher rates apply to those with dependents). Incomes of up to $20 per week must be declared, but do not affect entitlements. Weekly earnings of up to $70 reduce entitlement by 50c for each dollar earned over $20, and there is a dollar for dollar reduction for any amount earned in excess of $70.

As a guide to the current earning capacity of young people, the rates of pay for shop assistants are 16yrs - $2.93 per hour, 18yrs - $4.10 per hour, 20yrs - $5.28 per hour. An unemployed 18 year old able to find 16 hours of casual work during a week would earn only $66, and could expect to receive in benefit about $54: a reduced amount, but a significant income supplement. (This assumes that CES remain satisfied over the issue of availability for full time work).

The Self Employed.

Lawson (1982) reports that according to section 107 (1) (c) of the Social Services Act, as soon as a person "incorporates" a business, he or she is immediately classed as employed, and is therefore ineligible for unemployment benefit. The Unemployment and Special Benefits Manual is reported to state that:

> "...if a person continues to run a business he is in fact employed and thus, ineligible for benefit. It is not

material to this issue whether the business is being run at a profit or at a loss or whether income is currently being received."

The effect of this special attention to self employment will be felt by any young person who has been unable to find employment and who has decided on some form of self employment venture as an alternative to continued dependence on benefit. Spending even a few hours a week in seeking to establish a small business appears to result in immediate loss of benefit, regardless of the standing of the individual with respect to the work test and the income test.

At present it is not possible for an unemployed young person to declare an involvement in any self-employment activity, and to receive at the same time any unemployment benefit, even if the income generated by this activity is within the limit set by the income test.

It would clearly be most helpful to the State Government's intention to facilitate the entry of young people into self-employment if the Social Services Act did not effectively penalise those who attempt it. Already the South Australian Government has approached the Commonwealth on this matter, but without success. The State Employment Task Force (1983) recommended that the Western Australian Government negotiate with the Commonwealth with respect to the introduction of an Enterprise Allowance as a means of supporting unemployed people in their financial transition from dependence on benefit to independence as a result of self-employment.

It is stressed by DSS that each case is considered on its own merits, and that it is important for anyone who is unsure of their entitlement to benefit, or of their continued entitlement should they engage in any income generating activity, to contact their local DSS office.

Regrettably, it seems that while there are circumstances in which unemployment benefit can constitute a very helpful supplement to an inadequate income which is derived from casual work, there are no circumstances in which it can supplement income derived from a self-employment business venture.

Department of Social Security (1983) Unemployment Benefit: Your Rights and Obligations, Canberra: Department of Social Security.

Lawson, T. (1982) Self Employment Ventures Scheme: A Model For Job Creation, Adelaide: Department of Labour.

State Employment Task Force (1983) Co-operative, Community and Self Employment Business Ventures: Policy Options For The State Government, Perth: State Employment Task Force.

LOCAL RESOURCES.

Australian Government Publishing Service. (A.G.P.S.)
200 St George's Terrace, Perth 6000. (322 4737)

A.G.P.S. publishes a series of booklets which is intended to familiarise small business owners or managers with the fundmentals of sound management, and to provide some insight into modern business techniques. Currently the series includes 35 titles, priced from 80c to $2.70. Titles are listed in the pamphlet "Sound advice on managing your own business", and all may normally be purchased at the A.G.P.S. Bookshop.

Community Employment Initiatives Unit. (C.E.I.U.)
5th floor, 170 St George's Terrace, Perth 6000. (322 7733)

Established in March 1984 in order to facilitate community involvement in creative responses to unemployment, this unit aims to support the development of projects that enable unemployed people to acquire new skills, or that enable them to establish small business ventures or community action projects, and that promote positive interaction between the unemployed and the wider community. The unit will implement the State Government's Self-Employment Business Ventures Scheme, which will provide venture capital, advice and support to unemployed individuals and groups wishing to establish a commercially viable enterprise. It will also support work co-operatives and selected community initiatives which are intended to augment local employment opportunities.

Community Enterprise Development Agency. (C.E.D.A.)
26 Henderson Street, Fremantle 6160. (336 1411)

C.E.D.A. is concerned with the promotion and development of employment initiatives - especially those which represent community enterprise models - which will provide long-term employment for people in situations where they can contribute to the organisation of their working lives in democratic, humane, and co-operative ways. A comprehensive resource centre on issues of unemployment, community enterprise models, local economy initiatives, and worker co-operatives is maintained. Those who are contemplating a small business venture, or who wish to know more about C.E.D.A. or about its specialy interests, can consult the Business Development Officer (Neil Munro). "C.E.D.A. Bulletin" is published bi-monthly, and membership of C.E.D.A. is open to anyone with an interest in community enterprises.

Educational Resources Information Centre. (ERIC)
Robertson Library, W.A.I.T., Kent Street, Bentley 6102.
(350 7167)

The ERIC system indexes a wide range of educational mterial from both published and unpublished sources. Although its emphasis is North American, it includes some Australian items. ERIC's two main publications are CIJE (Current Index to Journals in Education), an index to journal articles, and RIE (Resources in Education, an index to unpublished documents such as research reports, theses, tests, surveys, and curriculum material. Microfiche copies of most of the indexed documents are housed in the ERIC collection at W.A.I.T. library. Special copyright conditions apply: microform fopies of complete documents may be supplied to library users. Print copies may also be obtained. A number of other educational libraries in the state hold copies of ERIC indexing journals (CIJE and RIE). Searches for specific information may be carried out manually or on-line.

Rainbows and Dreams Co-operative.
26 Henderson Street, Fremantle 6160. (336 1411)

This non-profit venture aims to promote personal and community development by distributing resource material (games, films, books), by producing locally relevant resource material, but offering training workshops, and by providing small grants to emering community groups. A catalogue lists material now available on employment, work co-operatives, lifeskills teaching, and community development.

Small Business Development Corporation.
7th floor, 12 St George's Terrace, Perth 6000. (325 3388)

Business advisers (all of whom have successful business experience) may be consulted by appointment. A series of "counselling notes" is under revision: they will be available furing 1984 as "Biz Notes". This information deals with many of the problems commonly encountered during the establishment or operation of a small business, and has high local relevance. The service is not limited to those who plan to enter business full-time: young people who are thinking of part-time self-employment, even on a temporary basis, are welcomed. Schools with an interest in operating a school-based business, or with a concern over staff development in the small business area, should consider using the services of this organisation (which are free) by contacting the Manager, Advisory Services: Brian Pilkington.

T.A.F.E. Small Business Management Courses.
T.A.F.E. Information Centre, 184 St George's Terrace, Perth 6000. (322 4434)

Courses are conducted on a workshop basis by consultants and session leaders with wide knowledge of small business. There are no examinations: tuition is oriented to the needs and interests of group members. Courses cover business law, business communications, financial recording, taxation, time management, public relations, advertising, and stress management. They are offered at fifteen metropolitan Technical Colleges or Technical Centres.

T.A.F.E. Transition Resources.
3 Alvan Street, Mt Lawley 6050. (272 8222)

This unit of the Education Department services T.A.F.E. initiatives in transition education: initiatives which are intended to open up new employment opportunities or further education options for young people. T.A.F.E. transition courses acknowledge the need to introduce students "to the possibilities of self-employment via new business ventures". A comprehensive print and audiovisual library includes material on job creation and community enterprise development. The librarian is Lee-Anne Ingram. David Goldsworthy has a special interest in job creation and self-employment.

BIBLIOGRAPHY

The entries in this bibliography provide access to over 200 documents, dealing with self-employment, small business, community and cooperative enterprises, entrepreneurship training, and selected issues relating to unemployment and job creation initiatives. All documents are locally available. Entries indicate libraries where items and their associated documents are held:

CEDA	Community Employment Development Agency (26 Henderson Street, Fremantle)
Churchlands	W.A. College, Churchlands campus
Claremont	W.A. College, Claremont campus
ERIC	Educational Resources Information Centre, (W.A.I.T. Library)
Mt Lawley	W.A. College, Mt Lawley campus
Nedlands	W.A. College, Nedlands campus
Rooney	W.J. Rooney Library, Education Department (151 Royal Street, Perth)
TAFE	TAFE Transition Resources (3 Alvan Street, Mt Lawley)
WAIT	W.A.I.T. Library, general collection

Prepared for Superintendent, Schools Transition Education
by C.J. Duffill (381 1507), March 7, 1984.
Initial data search: Megan Evans, W.J. Rooney Library.

A191ST11

1. Ashmore, A.M. and Pritz, S. (1983) Understanding the Nature of Small Business. PACE Revised. Level 1. Unit 1. Research and Development Series No. 240AB1, Columbus: Ohio State University.

This lesson on the nature of small business, the first in a series of 18 units, is part of the first level of a comprehensive entrepreneurship curriculum entitled: A Program for Acquiring Competence in Entrepreneurship (PACE). (Designed for use with secondary students, the first level of PACE introduces students to the concepts involved in entrepreneurship and helps them become aware of entrepreneurship as a career option.) In addition to this document, the curriculum material covers:

- Developing a business plan
- Obtaining technical assistance
- Choosing the type of ownership
- Planning the marketing strategy
- Locating the business
- Financing the business
- Dealing with legal issues and Government regulations
- Managing the business and the human resources
- Promoting the business
- Managing sales efforts
- Keeping business records
- Managing the finances, including customer credit

*This is one of 18 'PACE' documents held at ERIC: see also ED 228480 to ED 228496.
[ERIC ED 228479]

2. Athena Corporation (1976) Minding Your Own Small Business. Simulation Game 1, Bethedsa: Athena Corporation.

Designed as an integral part of a one-semester course in small business ownership and management for high school students, this first of two simulation games is intended to be introduced after the students have received a general introduction to the principles of small business ownership and management. The game is divided into two segments - Starting a Business and Running a Business. The first section emphasizes choosing a location; the second segment emphasizes recordkeeping and effect of pricing. Each segment is intended to take four consecutive class periods to play with a break of up to two weeks between the segments. In the game the students start and run simulated businesses with the objectives of applying the principles they have learned in class and of developing decisionmaking skills.
[ERIC ED 134824]

3. Athena Corporation (1976) Minding Your Own Business. Simulation Game 2, Bethedsa: Athena Corporation.

This second of two simulation games is intended to be introduced at the end of Unit 2, "The Market is People", and completed in Unit 3, "Dollars and Decisions". The game is divided into two segments - Starting a Business and Running a Business. The first segment, designed for six class periods, emphasises making a business plan. The second segment designed for nine class periods, emphasises continuous business planning. (The entire game focus is on the importance of marketing and financial planning in successful business management and the importance of participation in community and business organizations. The simulation experience is intended to assist the students in developing planning skills by providing an opportunity for them to make a plan, receive an evaluation of it, put the plan into effect, see the results of the plan, and revise the original plan in response to changing condition.)
[ERIC ED 13485]

4. Becker, A. (1983) Job Creation Through Self Help Economic Development: A Self Managed Cooperative Business Approach. Perth: Cooperative Federation of W.A. (Inc)/Cooperative Employment Development Agency.

Considers evidence for the viability of self managed cooperative businesses as job-creation initiatives, outlines their advantages, and lists some prerequisites. Essentially a brief discussion paper.
[CEDA]

5. Bollom, M. (1980) Units of Curriculum in Small Business: The First Edition 1980 Project. Instructors Manual, St. Paul: Minnesota State Department of Education.

Designed as a supplement to an existing technical trade or industrial course, this curriculum is a guide for instructors to teach small business management in vocational education classes. It is planned around approximately 30 hours of instruction. Unit topics are: (1) the importance of studying small business management; (2) types of businesses - sole proprietorships, partnerships, corporations; (3) the major elements of management; (4) business records and recordkeeping; (5) financial statements - the balance sheet and the profit and loss statement; (6) cash flow/cash management; (7) loan proposals and financing; and (8) human relations in business.
[ERIC ED 232004]

6. Brotherhood of St. Laurence (1982) Job Creation Through the Public Sector, Melbourne: Brotherhood of St. Laurence.

Report of a conference following publication of the results of the Neighbourhood Employment Development Programme (NEDP) a pilot employment creation programme sponsored jointly by the Brotherhood of St. Laurence and the Victorian Government. Particular focus on public sector responsibilities and policy options.
[TAPE]

7. Brotherhood of St. Laurence (1982) Local Job Creation in Perspective, Melbourne ; Brotherhood of St. Laurence.
Reviews the development of the Neighbourhood Employment Development Programme, its successes, its problems, and implications for future strategies.
[TAFE]

8. Brown, B.J. (1978) Teaching Business Management at the Secondary Level, Business Education Forum, 32(7):35-37.
A suggested secondary business curriculum for future entrepreneurs should include a foundation course in the private enterprise system and courses in accounting, distributive education, data processing, and perhaps business law, leading to a "capstone" course in small business management. Some career possibilities are also noted.
[Nedlands]

9. Burke, B. and Bryce, M. (1983) Small Business: New Growth and Development, Perth: Australian Labour Party.
A policy statement issued by the A.L.P. in W.A. to publicise that party's intentions with respect to the support and development of small business and self-employment.
[CEDA]

10. California State Department of Education (1981) Trends in Business Education, Spring 1981, Sacramento: California State Department of Education.
Written by California teachers and administrators involved in distributive and office education at the secondary and community college levels, these 24 articles present information on new methods of instruction and uses of technology occurring in the business world and in education. Topics covered include business education in the 80's, small business management, entrepreneurship programs.
[ERIC ED 211848]

11. Caspersz, D. et al. (1981) A Creative Response to Unemployment in Fremantle: The Community Self-Help Work Cooperative, Fremantle: Fremantle Education Centre.
A report to the Fremantle City Council from the Fremantle Community Education Centre, this document describes the "self-help work cooperative concept", discusses possible applications within Fremantle, outlines strategies for the implementation of community projects, and gives details of a case study.
[CEDA]

12. Clayton, D. (1981) Planning a Career as a Business Owner, Business Education Forum, 36(2): 23-25.
Focusing on entrepreneurship, this article describes the nature of small businesses, opportunities, preparation, and qualifications needed by a small business owner. A case history is included.
[Nedlands, Rooney]

13. Clayton, D. and Ruby, R. (1978) Basic Business and Economics: Stress Managerial Skills in High School Business Program, Business Education Forum, 32(4): 29-30

Discusses the development of a curriculum in business ownership and management for secondary business education programs in Arkansas. Content was determined from community small businesses, the Small Business Administration, and an advisory committee. [Nedlands]

14. Clunies-Ross, S. et al. (1981) Training Community Entrepreneurs: An Experimental Project in London, London: London Voluntary Service Council/National Council for Voluntary Organisations.

Report of an experimental project which explored the feasibility of training community entrepreneurs. The objectives, development and outcomes of a training course are described. The importance of voluntary and community organisations in establishing community based employment iniatives is stressed, as is the need for adequate funding and support. [CEDA]

15. Community Business Ventures Unit (1981) Whose Business is Business?, London: Calouste-Gulbenkian Foundation.

Intended as a contribution to the debate about community participation, employment and the rescue of our society from economic, social and cultural crisis', this document reports existing (UK) experience of community business ventures, and recommends strategies which may lead to the creation of new, permanent, jobs through community-initiated trading, manufacturing, and service enterprises. [CEDA]

16. Cooperative Education and Training Unit (1982) Work Cooperative Bibliography, Carlton, Vic: Vocation Orientation Centre.

About 100 items held by the Vociational Orientation Centre (42 Cardigan Street, Carlton, Vic) are listed and described. All relate to work cooperatives. Audio and video cassettes, kits, pamphlets, journals, journal articles and books are included in this bibliography. [CEDA]

17. Cordova, R.M. and Scanlan, T.J. (1980) An Entrepreneurial Resource List, Voc Ed, 55(5): 32-33.

Describes materials and programs on (1) exploration, (2) preparation, and (3) assistance for those already employed. [Nedlands]

18. Crunk, E.D. (1978) Education for Business Ownership and Management, Business Education Forum, 32(7): 33-35.

This article traces the historical and philosophical perspective of business ownership and management and states that education at the secondary and postsecondary levels is urgently needed for small business entrepreneurs and managers. [Nedlands]

19. Davis, C.H. (1983) Educations Role in Developing Instincts for Entrepreneurship and Small Business Management, Business Education Forum, 37(7): 29-30.

The combination of vision and approporate education can result in entrepreneurial success. Educators can play a key role in determining attitudes toward the business system and in teaching management skills.
[Nedlands, Rooney]

20. Department of Industry and Commerce (1983) Checklist for Starting a Business, Canberra: Australian Government Publishing Service.

Booklet number 1 in the Small Business Series, currently including 35 titles. This presents a series of questions which anyone contemplating a small business venture should ask themselves. Other publications deal with problems common to all business activities, or with a particular type of business. Available for purchase at AGPS Bookshop, 200 St George's Terrace, Perth. All titles listed in AGPS leaflet 'Sound Advice on Managing Your Own Business'. Prices: 80c to $2.70.
[CEDA]

21. Department of Social Security (1983) Income Support in Australia, Perth: Department of Social Security.

A resource package produced by DSS for the Education Department, to comprise part of Year 9 Social Studies "Consumer in the Economy". Section A4, "Young People and Unemployment Benefit" discusses issues relating to eligibility for unemployment. Useful resource material is included, and several video/film productions recommended.
[Issued to schools in 1983]

22. Department of Social Security (1983) Unemployment Benefit: Your Rights and Obligations, Canberra: Department of Social Security.

A concise account of DSS/CES practice with respect to administration of Unemployment Benefit Scheme, with particular reference to the "work test".
[DSS Offices]

23. Eliason, Carol (1982) Small Business, Big Opportunities, Community and Junior College Journal, 53(4): 32-34.

Cites activities of the American Association of Community and Junior College's National Small Business Training Network, which links two-year colleges to the Small Business Administration. Notes outreach activities, business-realted training models, curriculum and delivery-system modifications, and efforts to strengthen individual institution's work in the small business training field.
[Churchlands]

24. English, J.W. (1983) How to Organise a Small Business in Australia, Sydney: George Allen and Union.
A practical publication relating to the setting up of small business ventures. Simply and clearly written, this has been recommended as an essential resource for anyone considering such a step. Available for purchase at Rainbows and Dreams, 26 Henderson Street, Fremantle. ($11.50)
[TAFE, CEDA]

25 Fanslowe, A.M. and Compton, C.W. (1981) Entrepreneurship: A Senior High School Home Economics Career Exploration Unit, Ames: Iowa State University of Science and Technology.
Entrepreneurship is a career option through which home economics teachers can challenge their students who have the independence, skills, and self-discipline necessary to succeed as small business owners. This unit was developed to assist home economics teachers in incorporating an entrepreneurial dimension into their programs. The unit contains 15 lessons with objectives, generalizations, and classroom activities. The 15 units cover the following topics: nature of small business; goal setting; product determination; advertising; business location; business expenses and capital; banker visit; types of business organizations; financial management; business recordkeeping; customer and employee relations; small business owner visit; and self-evaluation of small business ownership.
[ERIC ED205722]

26. Fitzhugh, H.N. (1981) Private-Sector Interest in Entrepreneurship Training, Journal of Career Education, 8(2): 101-108
Describes private-sector institutions' stake in the success of small business and discusses the value of entrepreneurship training in achieving business success. Also presents an overview of some of the major content areas that entrereneurship training should address.
[Available on Interlibrary Loan: Nat. Library, ACER,, VISE, SIT]

27. Fitzsimons, B. (1982) Work Cooperatives: A Manual, Wellington, N.Z.: Department of Internal Affairs.
A clear and detailed account of how to go about establishing a work cooperative, prepared by someone with a professional background in accounting and wide experience within work cooperatives in various parts of the world. Details of legal requirements apply to N.Z. only, but discussion of most of the problems that need to be anticipated is likely to be most helpful to prospective cooperative workers.
[CEDA]

28. Furtado, L.T. and Haines, P.G. (1980) Time Has Come, Business Education Forum, 34(7): 15-17.
    It is important that the concept of entrepreneurship be infused into business and distributive education instructional programs. The authors discuss why there is a special need for this type of program, the idea of small business, what an entrepreneur is, the concept of profit, and the availability of instructional materials.
    [Nedlands]

29 Grainger, J. et al, eds. (1982) The Western Australian Businessman's Handbook, Subiaco: Informative Publications International.
    Includes: Starting a business in Western Australia, information and services available to businesses in W.A., finance and calculation business, human relations in business, and local, national and international business information. (Sold only through APEX: $5.50 plus postage 70c)
    [CEDA, TAFE]

30. Gruber, J. (1979) Basic Business and Economics: Students Learn to Begin a Business, Business Education Forum, 33(5): 20-22.
    A simulated advertising campaign and other business management experiences in a high school business organization course are described. In deciding what kind of business to start, how to obtain capital, and how to organize and operate successfully, students learned and the importance of human relations and caution in business.
    [Nedlands]

31. Haines, P.G. and Furtado, L.T. (1981) Entrepreneurship Is "In" Today, Balance Sheet, 63(1): 31-33.
    This discussion f the whys, whats, and hows of teaching entrepreneurship includes suggested curriculum sources.
    [Nedlands, Rooney, WAIT]

32. Hill, P. (1981) Cooperative Bibliography - An Annotated Guide to Works in English about Cooperatives and Cooperation, Madison, Wisconsin: University Centre for Cooperatives.
    A listing of over 2 000 documents on cooperatives and cooperation, with almost all entries annotated. More useful to students of the cooperative movement than to prospective practitioners. Heavy U.S. emphasis.
    [CEDA]

33. Holt, N. et al (1979) Minding Your Own Small Business - An Introductory Curriculum for Small Business Management, Volume I, Belmont: CRC Education and Human Development Inc.

Ten units on the basic knowledge and skills needed to manage a small business are provided in this curriculum guide designed for use with secondary and postsecondary students. Unit topics include forms of businesses, marketing, location, systems and records, promotion, pricing, human relations, financing a business, and effects of business decisions. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials.
See also Shuchat (1979), Shuchat and Otto (1979) Shuchat et al (1979)
[ERIC ED 173623]

34. Hyde, J. (1982) Pilot Study of Educational Workshops on Work Cooperatives in Three Schools: An Evaluation, Blacktown, N.S.W.: Outer West Employment Action Committee.

Intended as the basis of a manual/kit for use by teachers in schools or in general community education. Describes a series of workshops which were intended to inform students of the nature of work cooperatives and to familiarise them with the related personal and social issues. Recommendations for improvements to the process which is reported are detailed.
[CEDA]

35. Tamiozik, A. and Beck, R. (1981) Worker Cooperatives: An Evaluative Study of the N.S.W. Worker Cooperative Programme, SWRC Reports and Proceedings, 12

The N.S.W. Worker Cooperative Programme is reviewed and discussed, and current trends in the Australian labour market are described. The role of small business enterprises (and of worker cooperatives, as a particular kind of small business) in the economy is considered. There is also some discussion of the worker cooperative experience in Europe and in Australia, and a review of current overseas and Australian programmes relating to unemployment and job creation.
[CEDA, WAIT]

36. Kalangi, C.J. et al (1975) The Development of Entrepreneurs through Vocational Education Introduction to Entrepreneurship. Modularised Instructional Units, Columbus: Ohio State University.

Designed for first year students in postsecondary technical schools, this curriculum guide, comprising 22 modularized instructional subunits, is designed to create among the students (1) an awareness of the phenomenon of entrepreneurship, (2) motivation for exploring entrepreneurship as a distinct career option, (3) acquaintance with the skills, knowledges, and attitudes required of an entrepreneur, and (4) an insight into the problems and prospects inherent in entrepreneurship. Each subunit includes overall and enabling objectives, resources, information for the teacher on advance preparation, instructional activities, recommended class time, and a bibliography.
[ERIC ED 142770]

37. Kaplan, C.B. and McFarlane, C. (1981) Development of Entrepreneurship Training Components for Vocational Education. Final Report, Palo Alto: American Institutes for Research in the Behavioural Sciences.

A project was conducted to develop, field test, and disseminate a series of 36 entrepreneurship modules for use with secondary vocational students. Seventy-eight occupations were evaluated as potential area for module development. After a review by the United States Department of Education, a final set of 35 businesses was identified. Based on a literature review, staff compiled a list of basic skills considered important for small business owners to possess. Also surveyed were various formats and types of learning activities. Module content was limited to "Start-up skills" and skills that are critical to small business success. The modules were written, edited, and field-tested. A resource guide and a handbook on module utization were also developed. (See also McFarlane 1981)
[ERIC ED 211743]

38. Lawson, T. (1982) Self Employment Ventures Scheme: A Model For Job Creation, Adelaide: Department of Labour (S.A.)

Reports on the first 3 years of the S.A. Self Employment Ventures Scheme, which is expected to constitute a model for W.A. initiatives in job creation.
[CEDA]

39. Leach, J.A. (1983) Reducing Unemployment through Entrepreneurship, Illinois Teacher of Home Economics, 26(3): 82-84

If students learn entrepreneurial skills and attitudes in home economics, they may be more likely to combine homemaking roles with a part-time business. These skills can enable people to create their own jobs and provide an alternaitve when unemployment is high.
[Churchlands, Nedlands, WAIT]

40. McCaslin, B.S. and McNamara, P.P. (1977) How to Start Your Own Business. Women Entrepreneurs Project. Instructional Materials, Los Angeles: Californian University Division of Vocational Education.

This text consisting of eight learning activities packages (LAP's) was developed during the California Women Entrepreneurs Project for use in a course designed to help women entrepreneurs learn how to start their own small business. The LAP's included here are self-paced, student-centered modules which take the learner step by step through the process of preparing a business plan. The titles of the eight LAP's are as follows: Small Business Ownership/Introduction; Marketing Research; Marketing Plan; Setting Up Your Business/Start-Up Decisions and Choices; Financial Planning; Financing, Operations/Running Your Business; and Putting It All Together/Planning Your Business. [ERIC ED 156908]

41. McFarlane, C. (1981) Getting Down to Business: Whats It All About? Module 1. Student Guide. Entrepreneurship Training Components

This module, first of a series of 36, contains a general overview of small business ownership and what it involves. In the first unit, the student is presented with a case study. This is followed by a description of life as a small business owner, and of personal qualities that small business owners should have. All learning activities are divided into individual activities, discussion questions, and a group activity. Other units discuss planning a small business setting up a small business, choosing a location, getting the money to start, being in charge, organising work, keeping track of stock, setting prices, advertising and selling, keeping financial records, and keeping a business successful. Each unit in this module contains a case study, discussion, and learning activities. A module summary and test complete the document. A teachers guide is available. (See also Kaplan and McFarlane, 1981)

*All 72 documents in the 'Getting Down to Business' series are held at ERIC: see also ED 211747 to ED 211817. Modules 2 to 36 deal with specific kinds of small business enterprises, e.g. a secretarial service. [ERIC ED 211746]

42. Mathews, R. (1983) Building the Society of Equals: Work Cooperatives and the A.L.P., Melbourne: Victorian Fabian Society.

An outline of the origins and evelopment of worker cooperatives overseas and in Australia, concluding with a recommendation of worker cooperatives as a means of assuming "control of our working lives": considered necessary for economic recovery. [TAFE, CEDA]

43. Missouri University Instructional Materials Laboratory (1980) Operating Your Own Business: Instructor Guide. Curriculum: Distributive Education, Columbia: Missouri University

This secondary distributive education performance-based instructional unit on operating your own business contains nineteen lesson plans, each based on a fifty-five minute period. Among the topics covered are the following: (1) the various types of business establishments in the community, (2) small-scale establishments and various small-scale businesses, (3) the various types of large scale establishments and the ways they differ from the small-scale businesses, (4) the steps to use in deciding upon a location for a business, (5) the equipment and merchandise needed for a new business, and (6) the financial requirements needed in the new business. Each lesson plan incudes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets.
[ERIC ED 195806]

44. Nelson, R.E. and Bober, G.F. (1977) Small Business Ownership: A Neglected Career Option, Business Education World, 57(4): 22-23, 30

Topics discussed in this article are changes in small business, education for small business ownership, curriculum development, other materials, and implications for occupational education. Needs are cited for total programs that will adequately prepare young people to successfully pursue careers in small business ownership and management.
[Nedlands]

45. Newman, P. (1983) The Fremantle Shoemakers Cooperative: A Case Study in Community-Initiated Job Creation, in press.

An account of the first 3 years experience of a successful community initiated work cooperative in Fremantle.
[TAFE]

46. Norwich Regional Vocational Technical School (1980) A Pilot Progam to Provide Ownership Skills to Seniors in the Vocational Technical Schools and other Educational Institutions, Year Two. Final Report, Norwich: Norwich Regional Vocational Technical School.

Responding to a Small Business Administration statement that technical school graduates lack knowledge of business principles, the Norwich (Connecticut) Regional Vocational Technical School conducted a course in small business ownership/management for all of its seniors. Topics covered included choosing a small business; reason for business success and/or failure; business organization; location, layout, and physical facilities for a small business; financing a small business; business records, law, and insurance for the small business owner; personnel management; franchises; automation; and assistance to the small business owner. (See also Rooke, 1981)
[ERIC ED 194716]

47. Pearce, J. and Cassidy, P. (1980) Can We Make Jobs?, London: British Broadcasting Corperation.
Brief details of nine community enterprise initiatives which were directly aimed at job creation, in economically depressed regions of the U.K.
[TAFE]

48. Persons, E.A. (1982) Be Your Own Boss: Introducing Entrepreneurship. Professional Development Series No. 5, Arlington: American Vocational Association
Suitable for use by teachers as an introductory unit on entrepreneurship, this booklet is organized around 10 basic questions that the aspiring entrepreneur should be able to answer. The following issues are covered in the questions: the suitability of the individual to the entrepreneur role and vice versa, the ability of the individual to make decisions, knowing how to get started, records that the business owner must keep, development and use of profit/loss and balance sheets, regulating cash flow, the necessity of salesmanship, the role of purchasing in a successful business, and the importance of good employer employee relations. Although complete answers are not provided to the questions, enough information is given so a teacher will know the kinds of information students need to consider entrepreneurship as an alternative work role. At the end of each brief section is a one or two-sentence summary statement. Each is a key statement of knowledge and skills needed by the aspiring entrepreneur. Combined, they can serve as a checklist on what students need to know about establishing a business.
[ERIC ED 212888]

49. Podell, J. et al (1977) The Introductory College Business Course: A New Dimension, Journal A Business Education, 52(8): 352-354
Describes various methodologies used at the Queensboro Community College, New York, to enrich some of the topics traditionally included in the introductory course such as union management relations, social responsibility and business ethics, internal organization structure, and small business management.
[Churchlands. Nedlands, Rooney]

50. Rooke, J. 91981) A Pilot Program to Provide Ownership Skills to Seniors in the Vocational Technical Schools and Other Educational Institutions, Year Three. Final Report, Norwich: Norwich Regional Vocational Technical School

This report provides information about the 54-hour module in ownership and/or management of a small business, Mind Your Own Business, that was taught to all twelfth grade students at the Norwich Regional Vocational Technical School. A twelve-page abstract outlines the topics/business principles studied, describes the program, and summarizes setting, funding, and program design. The introduction discusses the problem that led to development of the course - lack of student understanding of business skills - reviews pertinent literature, and lists 17 project objectives. Appendixes, amounting to approximately one-half of the report, include a bibliography, tests, questionnaire, survey, test results, and sample materials. (See also Norwich Regional VT School, 1980)
[ERIC ED 206935]

51. Rowe, K.L. and Hutt, R.W. (1979) Preparing for Entrepreneurship, Tempe: Arizona State University

This instructional guide for an entrepreneurship program of study in secondary schools is a teacher's manual combined with the essential learning activities for students. The 13 units - also appropriate for use at postsecondary or adult levels - may be used as a one-semester course, or in part, or in their entirety as supplements and hands-on experiences to accompany an entrepreneurship text. For each unit these materials are provided: unit objectives, sheets containing necessary content and background information, questions for discussion, transparency masters, and student activities. The first unit is an introduction to entrepreneurship and self-employment.
[ERIC ED 201751]

52. Russell, J.R. (1980) Let's Get Bullish About Small Business, VocEd, 55 (5): 24-27

Most new businesses fail from a lack of management skills; many never start because self-employment is not offered to young people as a career option. Vocational education must help remedy both situations.
[Nedlands, Rooney]

53. Scanlan, T.J. and Flexman, N.A. (1980) A New Approach to Educating Entrepreneurs, VocEd, 55(5): 28-30

Describes a field-tested program for making students aware of and adept in skills that have brought success to business owners in their local community. Entrepreneurship education must be regarded as a complement to existing vocational and business education programs.
[Nedlands, Rooney]

54. Scanlan, T.J. et al. (1980) Methods and Materials for Entrepreneurship Education Project (MMEE) Phase III Report, Urbana: Illinois University Department of Vocational and Technical Education.
After a summary of accomplishments of phases I and II of the Methods and Materials for Entrepreneurship Education Project (identification of entrepreneurship skills and development of curriculum materials designed to develop these skills in community college level courses), this phase III report describes field testing, revision, and publication of the curriculum materials. Revision and reorganization of the materials into three volumes on learning entrepreneurship skills, applying them, and supplementary materials are discussed.
[ERIC ED 192021]

55. Seminar on Business Enterprises for Unemployed Youth (1979) Business Enterprises for Unemployed Youth, Seminar, August 23-24 1979, Prahran Victoria: Prahran College of Advanced Education.
Seven papers, and subsequent discussion, relevant to the opportunities and the difficulties which small business presents to unemployed youth.
[TAFE]

56. Shuchat, J. (1979) Small Business Management and Ownership. Volume 4, Mini-Problems in Entrepreneurship, Belmont: CRC Education and Human Development Inc.
The mini-problems presented in this volume are provided to augment the introductory course, "Minding Your Own Small Business", and the advanced course, "Something Ventured Something Gained", in small business ownership and management. They can also be used in conjunction with other instructional materials in small business courses. Mini-problems are of six types: women and minority entrepreneurs; ethics, communication skills, recordkeeping; and self-assessment. All the problems address common business situations and skills needed by entrepreneurs. See also Holt (1979) Shuchat and Otto (1979) Shuchat et al (1979)
[ERIC ED 204641]

57. Shuchat, J. and Otto, J. (1979) Small Business Management and Ownership, Volume 3. Location Decisions: A Simulation, Belmont: CRC Education and Human Development Inc.
Location Decisions is a simulation game in which students obtain and evaluate information about several potential business locations in light of location requirements specific to their game businesses. In Location Decisions, the specific content area taught to students is the process for choosing a location for a small business; the basic skills practiced are problem solving by analysis and logic, decision making, and constructive group interaction to achieve a common goal. It simulates the research, analysis, and decision making a person must do to select an appropriate business location. See also Holt (1979) Shuchat (1979) Shuchat et al (1979).
[ERIC ED 204640]

58. Shuchat, J. et al. (1979) Something Ventured, Something Gained. An Advanced Curriculum for Small Business Management. Volume II, Belmont: CRC Education and Human Development Inc.

Nine units on small business management are provided in this curriculum guide designed for use in an advanced course for secondary and postsecondary students who are interested in beginning a small business venture, have some prior business knowledge, and have a specific business in mind. Unit topics include marketing, location, systems and records, promotion, pricing, business policies and relationships, organizational structure, and financing a business. At the beginning of each unit is a summary page containing a synopsis of the unit's content, student learning objectives, student project work, teaching strategies, teacher preparation required, mini-problems, and references. Following the summary page of each unit are teacher and student materials. See also Holt (1979) Shuchat (1979) Shuchat and Otto (1979)
[ERIC ED 173624]

59. Social Impact Publications (1983) Employment Generation Through Community Development: Selected Reading, Milsons Point, N.S.W.: Social Impact Publications

Prepared for a seminar (February 23-24, 1983) "Opportunities and Strategies for Community Economic Development". 13 documents included, generally review or discussion papers, and most referring specifically to U.S. experience.
[CEDA]

60. Soll, E.P. (1982) Creativity in the Marketplace, Journal of Creative Behaviour, 16(3): 212-222

"Ideas Into Dollars," one in the Small Business Bibliography series of the U.S. Small Business Administration (SBA), is described to be a resource guide for innovative small businesses which provides steps such as determination of technical feasibility, assessment of market demand, commercialization, and sales
[Claremont, Mt Lawley, Rooney]

61. State University of New York, (1979) Sourcebook for Improving Post Secondary Self-Employment Programs Albany: State University of New York

The major section, a Handbook for Coordinators of Postsecondary Programs for Self-Employment, is a synthesis of ideas and recommendations in ten decision areas which a coordinator of programs for self-employment must address: (1) purpose or need, (2) clientele, (3) client characteristics, (4) program objective, (5) program structure and scope, (6) funding and support, (7) staffing, (8) recruitment and selection, (9) evaluation, and (10) program content. Six case stories of small business ventures (section 3) are presented with questions to guide class discussions, individual assignments, or instructor presentation or lecture.
[ERIC ED 181247]

62. TAFE Transition Resources (1983) Employment Generation: A Guide to Starting a Community Based Cooperative or Small Business, Perth: Technical Education Division, Education Department of W.A.

A guide for people interested in starting a worker or community cooperative, or a small business. Includes information on getting started, on sources of funds, and on local support organisations. A first printing of a useful resource document, likely to be revised and elaborated at TAFE involvement if self-employment initiatives expands.
[TAFE]

63. Tucker, L.R. (1981) Entrepreneurial Learning Experience: The Academic Responsibility, Journal of Business Education, 56(4): 132-135

Describes the entrepreneurial team approach utilized in a course designed to sensitize students to the opportunities, as well as the problems inherent in the ownership and management of a small business.
[Churchlands, Nedlands, Rooney]

64. Turner, H. (1979) Paperwork Management for the Entrepreneur Business Education Forum, 33(7): 23-25

Presents an overview of paperwork handling for the potential small business owner in managing office organization and procedures, business communications and business forms, and the creation, use, and storage of information. Includes suggestions for teaching paperwork management as part of business ownership and management training.
[Nedlands]

65. Virginia Polytechnic Institute and Virginia State University (1979) Achieving Success in Small Business: A Self Instructional Program for Small Business Owner-Managers, Blacksburg: Virginia Polytechnic Institute and Virginia State University

*Twelve documents in series. A comprehensive self instructional programme intended to improve competencies in all of the skill areas necessary for success. Modules develop themes outlined in the U.S. Small Business Administration pamphlet series. Accurate planning, records and financial control are stressed. Series commissioned by the U.S. Office of Education.
[ERIC ED 164785-164792]

66. Watts, A.G. (1981) Careers guidance and the informal economies, British Journal for Guidance AND Counselling 9(1):24-35

It is suggested that careers education tends to be preoccupied with the bureaucratized sector of the formal economy. The importance of the 'free' sector of the formal economy is outlined, as is the growing importance of the informal economies ('black', 'communal', and 'household'). The implications for careers education of these alternative economies are discussed.
[WAIT]

~~A1S2ST16~~

A1S1-S11